grades K-4

Making Sense of Census 2000

THIS TEACHING GUIDE

will help you to:

- bring the census to life for your students
- teach skills that correlate with national standards
- fulfill curriculum requirements
- demonstrate the importance and many benefits of the census
- navigate the U.S. Census Bureau Web site

This is Your Future. Don't Leave It Blank.

SCHOLASTIC

D-3273ETG (3-99)

Scope and Sequence

LESSON	OBJECTIVE	CURRICULUM CONNECTIONS	SKILLS	STANDARDS*
STRAND 1: MAP LITERACY				
1. Greater States ★	Students will learn how to use a map key and will practice comparing mathematical values.	• Geography • Math	• Reading Map Keys • Comparing Mathematical Values	• Patterns and Relationships • The World in Spatial Terms • People, Places, and Environment
2. Kids Count ★★	Students will read a special purpose map and practice place value.	• Geography • Math • Civics and Government	• Reading a Special Purpose Map • Using Place Value	• Geometry and Spatial Sense • Place Value • Places and Regions
STRAND 2: COMMUNITY INVOLVEMENT				
3. Where You Belong/ Group Needs ★	Students will identify the different groups to which they belong and explore group needs.	• Civics and Government • Art	• Recognizing Relationships	• Individual Development and Identity • Individuals, Groups, and Institutions
4. Questions for Today/ Picture Tomorrow ★★	Students will plan and creatively illustrate their futures.	• Art • Civics and Government • Language Arts • Geography	• Thinking Creatively • Collecting Information	• Civic Ideals and Practices • Power, Authority, and Governance • People, Places, and Environment • Human Systems
STRAND 3: MANAGING DATA				
5. My Favorite Birthday/ Party Plan ★	Students will collect and organize data into simple graphs.	• Art • Math • Civics and Government	• Using Charts and Graphs	• Mathematics as Communication • Individuals, Groups, and Institutions
6. Getting There ★★	Students will interpret a pictograph and then create their own.	• Math • Civics and Government	• Using Charts and Graphs • Computing Whole Numbers	• Whole Number Operations • Mathematics as Communication

★ For Grades K-2 ★★ For Grades 3-4

*NCSS Social Studies Standards, NCTM Math Standards and The Geography Education Standards Project Geography Standards

Table of **Contents**

Map Literacy

Geography/Math/Civics and Government

Community Involvement

Civics and Government/Art/Language Arts/Geography

Managing Data

Art/Math/Civics and Government

These lessons have been stepped to help you teach and apply this material to the appropriate grade level for your class.

★ **For Grades K-2** ★★ **For Grades 3-4**

How to Use **This Guide**

The lessons in this guide introduce students to Census 2000 with high-interest, grade-level appropriate activities designed to meet your curricular needs. Students will learn what a census is and why it's important to them, their families, and the community.

Lesson planning at a glance Your Scope and Sequence (on the inside front cover) provides an at-a-glance summary of the lessons in this book. These lessons are designed to support your classroom goals, and are divided into three learning strands: *Map Literacy, Community Involvement*, and *Managing Data*. The Scope and Sequence identifies skills, objectives, national standards, and curriculum areas for each lesson. Map, computer, and library icons allow you to quickly see which lessons interface with the We Count! map, and those that offer enhancements using Internet and library resources.

SYMBOL KEY


We Count! Map


Internet


Library


For Grades K-2


For Grades 3-4

Customized for your classroom Each lesson in this guide consists of a teacher lesson plan and two reproducible activity pages. Because young students possess a vast range of developmental and cognitive skills, the lessons in each strand have been stepped (one lesson aimed at grades K-2; one lesson aimed at grades 3-4), allowing you to tailor your teaching to the individual needs of your students. In addition, depending on your needs, the We Count! map can be hung on the wall, or placed on the floor of your classroom.

Before you begin This teaching guide is based on a unifying concept: *The census helps us learn about ourselves and others.* Before you begin using the lessons, write this concept on the board. Explain that information gathered by the census helps us learn more about the people who live in our country.

Extension Activities Many lesson plan pages contain one or more Extension Activities designed to enhance students' understanding of the census beyond the classroom. These activities often make use of the vast stores of information available at the official U.S. Census Bureau Web site (see below) and will make it possible to incorporate updated Census 2000 information into lessons.

Using the Web site The U.S. Census Bureau Web site (**www.census.gov)** is easy to use and can provide students and teachers with updated state population counts. For example, start on the home page, click on "Estimates" under the box labeled "People." In this category, choose "States." Students can work with the data found on screen or print it out for easier use. **In addition, teachers can access the lessons from all three Census 2000 Teaching Guides (K-4, 5-8, and 9-12) on the Census Bureau Web site. The Census 2000 questionnaire may also be viewed on this site.**

Teacher Lesson Plan 1

Map Literacy

GREATER **STATES**

Grades K-2

Skills and Objectives:

- **Students will learn how to use a map key.**
- **Students will work with mathematical values.**
- **Students will understand and work with the concept of comparison.**

Suggested Groupings:

Whole class, partners

Getting Started:

1. To begin, place the We Count! map on the floor or wall in your classroom, and direct your students' attention to it. Show them where the map key is. Be sure they understand what the colors in the key represent.

- Have a volunteer find your home state on the map. Then find a state that has more people, or one that has fewer people. Ask: **What color is the state? What does that color mean?**

2. To help your students differentiate between population size and physical size, ask the class to help you model two states:

- Divide the class into two unequal groups, representing two different-sized populations.
- Create "state" boundaries around each group with yarn or a chalk line so that the less populous "state" is bigger.
- Have students identify which state is bigger in size and which has more people.
- Conclusion: Students should be able to see that big states don't necessarily have more people.

3. Be sure that students understand how to use the map key to identify the colors that represent states with the most people, fewer people, and the fewest number of people.

Using the Activity Worksheets:

- Photocopy the Lesson 1 Activity Worksheets (pages 4 and 5) for your class.
- Distribute the Lesson 1 Activity Worksheets and point out the map keys on both. Introduce and guide students through the coloring activities.

Wrapping Up:

- Relate to students that California has the largest state population, while Wyoming is the least populous.
- Students can get more map key practice using the We Count! map. Ask students to name a state with more people than their home state; with fewer people; with roughly the same amount.

Chalkboard Definitions

map key: a place that tells what the symbols and colors on a map mean.

population: the total number of people who live in a place.

Extension Activities:

1. Use the We Count! map for a game of "Map Madness!" Make a space on the classroom floor for the map and divide students into teams or pairs. Make flash cards with instructions for students based on the map key. (For example: "Put your left hand on one of the states with the most people," or "Put your right foot on one of the states with fewer people.") Each student's turn will last until they are unable to twist enough to follow a card's instructions. The results are funny, pretzel-like poses and lots of learning fun!

2. If students can work with large numbers, copy the Total State Population Chart (inside back cover) and have them use these totals to do the activity on this page. Or, use the updated state population counts found on the official U.S. Census Bureau Web site. (See page 2, "Using the Web site," for tips on navigating this site.)

Answers:

Page 4:
California has the most people.
Page 5:
Wyoming has the fewest people.

Name: _____

Greater States

Map keys help you read maps. Look at the We Count! map. What do the colors mean? The map key tells you.

Look at the map key below. Read the color each box should be. Then color in the boxes.

MAP KEY	
Red	States with the **most** people
Orange	States with **fewer** people
Yellow	States with the **fewest** people

Look at the three states below. Read the color each state should be. Color in the states. **Which has the most people?** The map key tells you. Circle the state with the most people.

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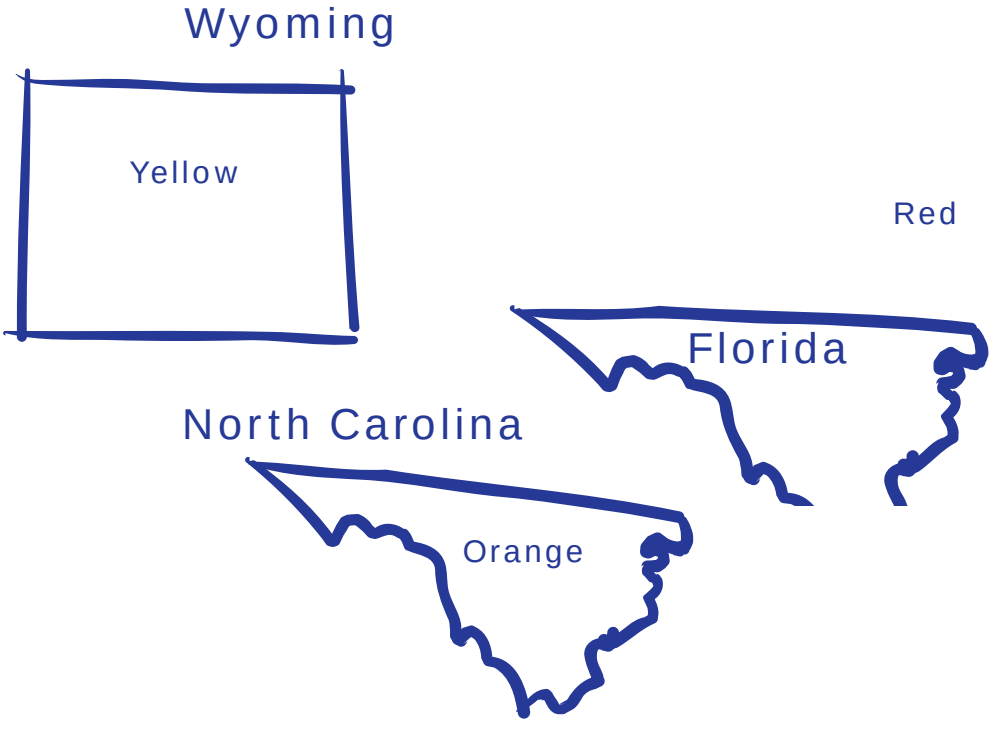
Name: _____

Greater **States** (continued)

- Now color in the map key boxes again.

MAP KEY	
Red	States with the **most** people
Orange	States with **fewer** people
Yellow	States with the **fewest** people

- Here are some more states. Color them in. **Which state has the fewest people?** The map key tells you. Circle the state with the fewest people.



Teacher PLAN 2 Lesson

Map Literacy

KIDS **COUNT**

Grades 3-4

Skills and Objectives:

- Students will read a special purpose map.
- Students will use place value to hundred thousands.
- Students will write numbers to hundred thousands.

Chalkboard Definition

place value: the value given to a digit based on its place within a numeral. For example, in the number 6,875, 6 is in the thousands place, 8 is in the hundreds place, 7 is in the tens place, and 5 is in the ones place.

Suggested Groupings:

Individuals, partners

Getting Started:

- Introduce the activity by discussing the importance of counting kids in the census. One misconception about the census is that kids don't count. In fact, kids need to be counted so that areas with large populations of children can get the services they need, like schools, day care centers, playgrounds, and crossing guards.

Ask students the following questions:

- **What kinds of things does a place with a lot of young children need?** *(Possible answers: schools, day care centers, playgrounds.)*
- **How do government agencies know where these things are needed?** *(Possible answer: they use census data.)*

Using the Activity Worksheets:

- Distribute copies of the Lesson 2 Activity Worksheets (pages 7 and 8) to your class.
- Before they begin working on the Activity Worksheet on page 8, make sure students understand the information on the map on page 7. Explain that it shows the 1990 population of children ages 5-9 for each state.
- Make sure students realize that they will have to refer to the map on page 7 to figure out which state's population is represented.
- You may want to review place value and the proper placement of commas with students. Suggest to students that they create place value charts to use when completing the exercises.
- Remind students to put zeros in, if necessary, to hold a place when writing numbers in digits.
- Guide students through the questions on page 8, assisting them where necessary, and reviewing the answers as a class.

Wrapping Up:

- Have students look at the We Count! map. Ask students to list the states that have the most people. You may also wish to provide students with a copy of the Total State Population Chart from the inside back cover.
- Have students use the following map key categories—Most, Fewer and Fewest—as a guide for coloring in their Kids Count maps. Direct students to choose 3 crayons or colored pencils and fill in the box next to each category with a single color. Then students will color in each state with the color that corresponds to the appropriate map key category.
- **How do the populations shown on the We Count! map compare to the population of children ages 5-9 for each state?** *(Students should notice that the states with the highest populations on the map also have the greatest number of children ages 5-9.)*

Extension Activity: Help students update the population totals for children ages 5-9 using information from the U.S. Census Bureau Web site (**www.census.gov**). Your class can indicate whether this population has increased, decreased, or stayed the same in each state with the symbols **+**, **-**, or **=**.)

Answers:

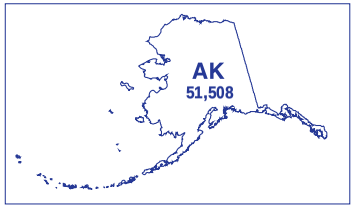
Page 8:

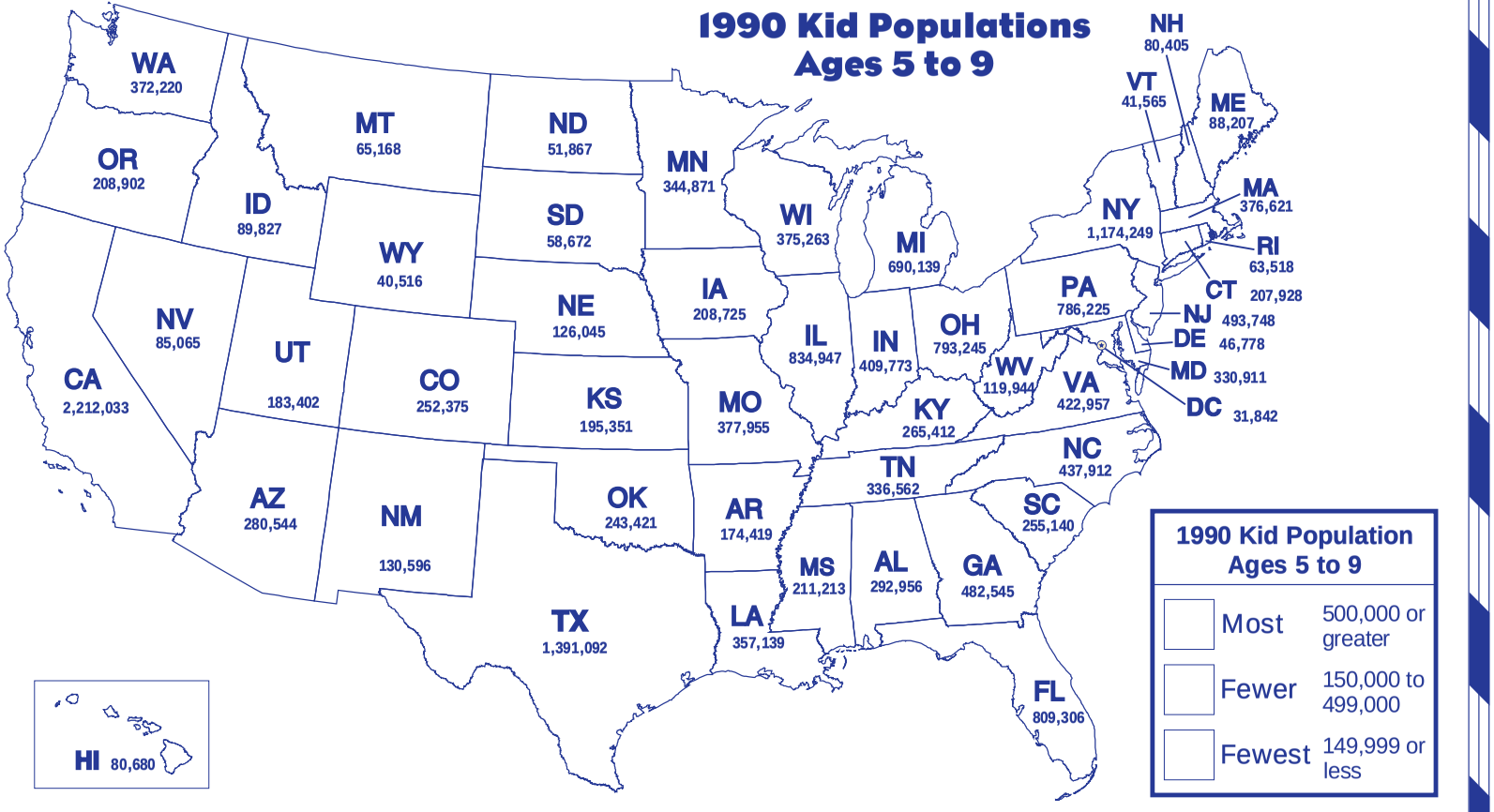
1. 63,518; Rhode Island.
2. 85,065; Nevada.
3. 211,213; Mississippi.
4. 130,596; New Mexico.
5. 409,773; Indiana.
6. Answers will vary.

Name: _____

Kids **Count**

Everyone counts in the census. Even kids! This map shows kid populations, or how many kids (ages 5 to 9) live in each state.





Source: *Estimates of the Population of the U.S., Regions, Divisions, and States by 5-Year Age Group and Sex* (April 1, 1990).

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Name: _____

Kids **Count** (continued)

Below are some kid populations from different states. Write each number in standard form. (Hint: use what you know about **place value.)** Then use the map to find out which state has that same kid population. Circle the right state. We've done the first one for you!

1. Sixty-three thousand, five hundred eighteen 63,518

Delaware **Rhode Island** **West Virginia**

2. Eighty-five thousand, sixty-five _____

Missouri **South Dakota** **Nevada**

3. Two hundred eleven thousand, two hundred thirteen _____

Pennsylvania **Mississippi** **Wyoming**

4. One hundred thirty thousand, five hundred ninety-six _____

New Mexico **Kentucky** **Michigan**

5. Four hundred nine thousand, seven hundred seventy-three _____

Oregon **Indiana** **Georgia**

6. Which state do you live in? _____

How many kids live in your state? _____

What digit is in the thousands place? _____

The hundreds place? _____ The ones place? _____

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Teacher PLAN 3 Lesson

WHERE YOU **BELONG**/GROUP **NEEDS**

Grades K-2

Skills and Objectives:

- **Students will identify the different groups to which they belong.**
- **Students will use counting techniques to take a census of their family and class.**

Chalkboard Definitions

community: a group of people who live in the same area or who have something in common with each other.

group: (1) a number of things or people that are similar in some way; (2) a number of people who get together or share something in common.

need: (1) something that a person has to have; (2) to want something very much.

WHERE YOU BELONG

Suggested Groupings:

Whole class, individuals

Getting Started:

- Discuss the definition of a group with your students. Explain that a very important group is the family, and that families tend to live together in one place, the "household." In addition, households can also include people who are not family members. The U.S. Census Bureau gathers information about households. Have students give examples of other groups. Explain that each student can be a member of other groups, like a class, a school, a local community, and a country. The Census Bureau also gathers information about some of these groups.

Using the Activity Worksheets:

- Distribute copies of the Lesson 3A Activity Worksheet (page 10).
- Guide students step-by-step through the activity: Have them draw each group, then count and fill in the totals.

Wrapping Up:

Ask your students: **What are some ways we could describe members of groups?** *(Possible answers: students, firemen, etc.)* **What do the members of this class share?** *(Possible answers: a room, a teacher, etc.)*

What do you like about belonging to a group? *(Possible answers: making friends, sharing ideas.)*

- Challenge students to think of other groups they may belong to, such as a team or chorus.

Extension Activity:

Use the counting techniques from the Activity Worksheet on page 10 to take a census of the class next door to yours.

GROUP NEEDS

Suggested Groupings:

Whole class, individuals

Getting Started:

- Ask your students if they understand what "needs" means. Write two sentences using the word "needs" on the board.
- Explain that individuals "need" certain things to live. Ask students for examples (food, water, shelter, etc.)
- Explain that what one person needs might be different from what the group as a whole needs. Use your class as an example.
- Ask students what the class needs. Move the discussion from class needs to the needs of a family, then from family to community needs.

Using the Activity Worksheets:

- Distribute copies of the Lesson 3B Activity Worksheet (page 11).
- During or after your classroom discussion of group needs, help students fill in their lists.

Wrapping Up:

- Review with students their lists of class, family, and community needs.

Extension Activity:

- Photocopy extra copies of the Lesson 3B Activity Worksheet (page 11). Ask students to take this worksheet home and fill in family needs with the help of a parent.

Name: _____

Where You **Belong**

We all belong to many groups. You belong to the groups below. Draw a picture of each group, including everyone who is a part of the group. Then count how many people are in each group.

My Class

How many? _____

My Household
(the people I live with)

How many? _____

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Name: _____

Group **Needs**

Groups have different needs. Write down some of the things your class needs. Then write down your family and community needs.

1. **My class needs:** _____

_____

_____

_____

2. **My family needs:** _____

_____

_____

_____

3. **My community needs:** _____

_____

_____

_____

QUESTIONS FOR TODAY/PICTURE TOMORROW

Grades 3-4

Skills and Objectives:

- **Students will understand what a "plan" is and how it helps to achieve goals.**
- **Students will understand that filling in the census form helps the government plan for the country's needs.**

QUESTIONS FOR TODAY

Suggested Groupings:
Whole class, individuals

Getting Started:

- Write the word "plan" on the board and ask your students what a plan means to them. Introduce the concept of different kinds of plans. Draw an analogy between a plan a family member might make to prepare a meal and one a teacher makes to prepare for class. In each case, the family member or teacher first needs to account for or "count" what is needed.

- Explain to students that the questions on the census help communities "plan" for the future. By counting and tabulating the information on census forms, the government can find out what people need and work to provide it for them.

Using the Activity Worksheet:

- Distribute copies of the Lesson 4A Activity Worksheet (page 13) to your students.

- Go through each question as a class or review the answers after students have filled in the questionnaire.

- Ask students: **If every student in your school filled out the questionnaire, what plans could your class or school make using the information that is collected?** *(Possible answers: student birthday parties; number of bus monitors to assign to each grade.)* **What questions would students ask if they were taking their own census? What plans could they make using the information gathered from their census?**

Wrapping Up:

- Check that students understand that their community can provide services, such as roads, public transportation, schools, and hospitals, when they know how many people there are and where they live.

- **What kinds of services do you think you and your family might need in the future?** *(Possible answers: hospitals, fire department, etc.)*

Chalkboard Definitions

plan: an idea about how you are going to do something.

PICTURE TOMORROW

Suggested Groupings: Individuals

Getting Started:

- Start a class discussion about how students see themselves in the future. Ask them to use their imaginations for ideas about where they will live, the kind of work they will do, and the families they might have.

- Ask students: **Why is it important to think about and plan for the future?** *(Possible answer: so they can prepare for what they will be when they are grown up.)*

Using the Activity Worksheet:

- Photocopy and distribute copies of the Lesson 4B Activity Worksheet (page 14).

- Distribute art supplies (crayons, colored pencils, markers), and encourage students to imagine and then draw a picture of one of the things they plan to be or do in the future.

- Remind students that they should try to use their picture to convey information (such as career, education, family size, etc.)

Wrapping Up:

- Display students' drawings in the classroom on a wall or bulletin board.

Name: _____

Questions for **Today**

Here are questions like those on a census form. Answer these questions about yourself.

Student Form

1. You are: ☐ Male ☐ Female

2. What is your age? _____

3. What is your date of birth? _____

4. How do you usually get to school?

☐ Car, truck, or van ☐ City bus ☐ School bus

☐ Subway or elevated train ☐ Skateboard ☐ Ferryboat

☐ Taxicab ☐ Bicycle ☐ Walk

☐ Other

Name: _____

Picture **Tomorrow**

What do you think your future will be like when you are grown up? Draw a picture of a plan you have for yourself in the future, at home or at work.

Teacher Lesson Plan 5

MY FAVORITE BIRTHDAY/**PARTY PLAN**

Grades K-2

Skills and Objectives:

- **Students will learn about collecting data.**
- **Students will see how data can be organized and displayed in a simple chart.**
- **Students will understand how to use data to plan for a class party.**

MY FAVORITE BIRTHDAY

Suggested Groupings:
Small groups

Getting Started:

- Explain to students that by taking a census, the government collects information. Students will have a chance to collect information too. The information they collect will be about each student's birthday.

Using the Activity Worksheet:

1. Distribute copies of the Lesson 5A Activity Worksheet (page 16) to your students.

- Discuss with students the many different ways to celebrate someone's birthday. Ask them to draw and color in a picture of a favorite birthday party, either their own or a celebration they've been to, or one that they can imagine.

2. Take a survey of student birthdays. Explain that a survey is when you ask the same question of many people and then add up their answers. Discuss that the census is a type of survey.

- List the twelve months of the year on the board and, as you go around the room to each student, tally their responses.

3. Use the birthday data that you have collected to create a birthday chart or calendar on a bulletin board or poster board. Have students help by making a symbol (a balloon or birthday candle) to represent each student's birthday.

Wrapping Up:

- Review the chart you have created with your students. Reinforce how charts make it easier to understand information about a number of different people or things.

Chalkboard Definition

chart: a drawing, graph, or picture that shows information in a way that makes it easy to understand.

PARTY PLAN

Suggested Groupings:
Whole class, individuals

Getting Started:

- Discuss with students that the census helps us plan what we will need in the future by asking people about their lives today. The art exercise they are about to begin will help the class plan and be ready for an all-students' birthday party.

Using the Activity Worksheet:

1. Photocopy and distribute the Lesson 5B Activity Worksheet (page 17) to your class.

- Direct students to color and decorate the party hat according to your instructions. For each of the twelve months, tell those students with birthdays in that month to color and decorate their hat in a particular way (i.e. January birthdays make blue hats with red stars; June birthdays make yellow hats with orange stripes).

- Take a "hat census." Go through the list of twelve different hat designs and tally on the board the number of students that now have each type of hat.

Wrapping Up:

- Explain that the class will choose one day for a party to celebrate all of the students' birthdays. You can use the data from the class "hat census" to make real party hats for the celebration. The colors you use will represent all the different months in which students celebrate their birthdays.

Lesson 5A Activity Worksheet

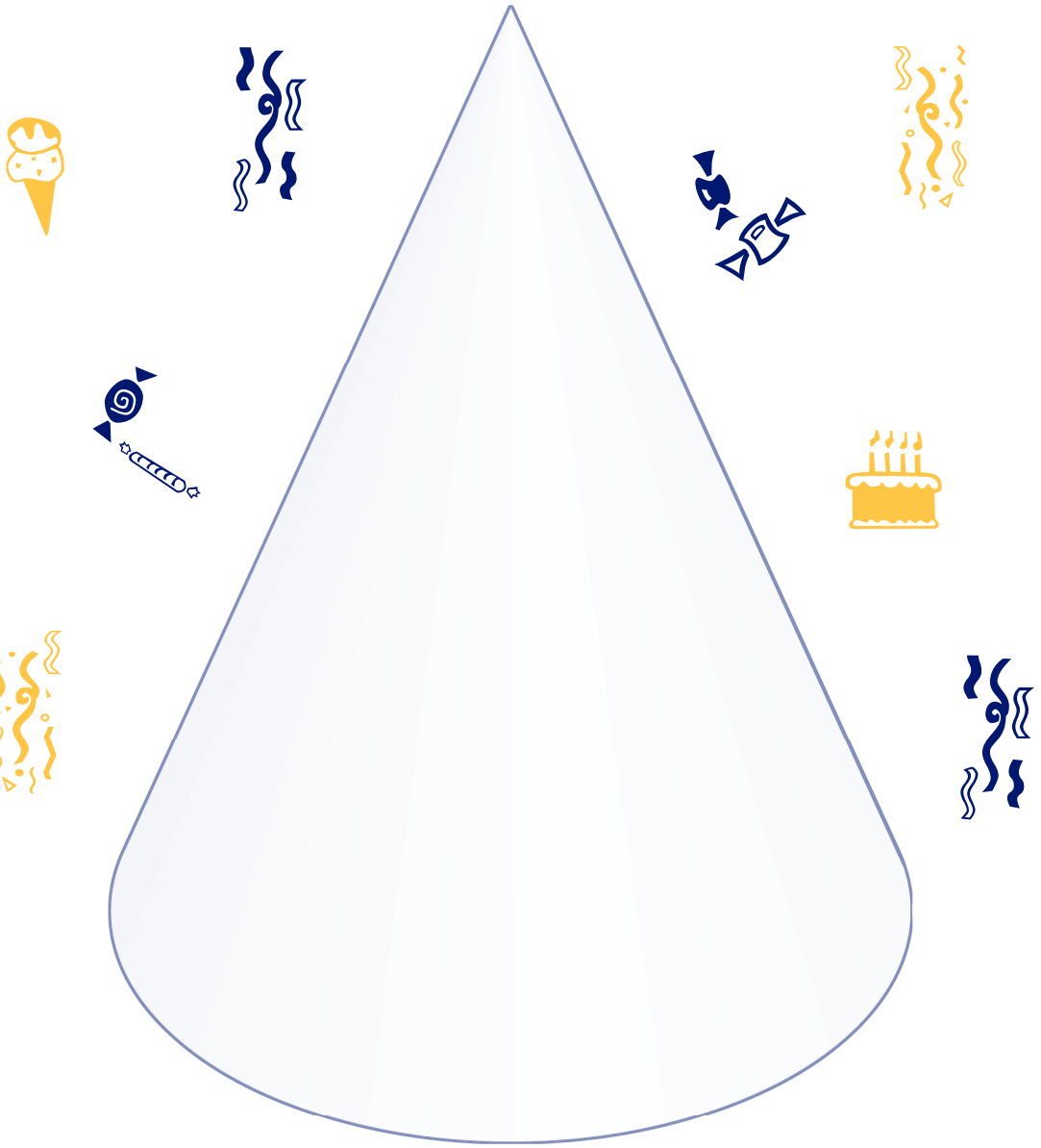
My Favorite **Birthday**

Draw a picture of a favorite birthday party — yours or a friend's, or one that you've imagined.

My birthday is on _____

Party **Plan**

Here's a birthday party hat. Your teacher will ask you for your birthday month and then tell you what color your hat should be. Next, use a crayon or marker to color in your hat.



GETTING **THERE**

Grades 3-4

Skills and Objectives:

- **Students will use whole-number addition to interpret a pictograph.**
- **Students will collect data and present it in their own pictograph.**

Chalkboard Definition

pictograph: a graph that uses pictures to stand for a number of people or things.

Suggested Groupings:

Individuals, partners

Getting Started:

- Introduce the lesson by telling students that the Census Bureau counts the number of people in this country, then tallies the information and displays it in charts and graphs. If possible, show them the actual census form to demonstrate the kind of information that is gathered.

- Explain that, in this lesson, students will practice reading a certain kind of graph, a pictograph. They will then gather information and create their own pictograph.

Ask your students:

- **What kind of information does the census gather?** *(Possible answers: data on families, homes, jobs, ethnicity, etc.)*

Using the Activity Worksheet:

1. Distribute copies of the Lesson 6A Activity Worksheet (page 19) to your class.

- If necessary, go over the pictograph to make sure students understand it. Then have students work by themselves or with a partner to answer the questions.

2. Explain that students will be taking a survey to discover how students travel to school. You may wish to write the survey totals on the chalkboard. Use the most popular answers to help students select three travel symbols to draw for their graphs, such as "subway," "bus," and "bicycle." The fourth label should be "other." Ask student volunteers to name some kinds of transportation that belong under the label "other." Explain that the kinds of transportation that are practical and available can vary greatly depending on the region, town, or city in which students live.

3. Distribute the Lesson 6B Activity Worksheet (page 20) to individual students or partners.

- Direct students to illustrate their rows in a way that is similar to the pictograph on page 19. Encourage them to come up with creative symbols to represent a student in their class.

Wrapping Up:

- Have students compare their pictographs. **What is the same or different about everyone's pictograph?**

- **How does a pictograph make it easy to compare numbers?** *(Instead of totaling numbers, you can just look to see which row has the most pictures.)*

Extension Activities:

1. Have students find examples of pictographs in books, newspapers, and magazines and present them to the class.

2. Invite students to gather other types of information and display them in pictographs. Suggestions include class birthday months, sports students play, or the type of pets students have.

3. Have students send a survey to students in another part of the country. After they tally the results, they will be able to compare methods of traveling to school in different parts of the country.

Answers:

Pages 19:
1. Two students in Ms. Rivera's class.
2. Most students traveled to school on foot.
3. 27.

Page 20:
Graphs will vary.

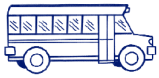
Lesson 6A Activity Worksheet

Name: _____

Getting **There**

How do students get to school? The pictograph below shows how the students in Ms. Rivera's class travel to school. In a pictograph, pictures stand for a certain number of things or people.

HOW MS. RIVERA'S STUDENTS TRAVEL TO SCHOOL

 On Foot	☺ ☺ ☺ ☺ ☺ ☺
 By Car	☺ ☺ ☺ ☾
 By Bus	☺ ☺ ☺ ☺

PICTOGRAPH KEY

☺ = **2 students in Ms. Rivera's class**

Use the pictograph to answer the questions.

1. What does a ☺ stand for on the pictograph? _____

_____

2. How do most of Ms. Rivera's students get to school?

_____

3. How many students are there in Ms. Rivera's class? _____

Name: _____

Getting **There** (continued)

How do you and your classmates travel to school? Your teacher will help you find out. Then use that information to make a pictograph.

Create your pictograph below. First label the left column with pictures of the different kinds of transportation. Next draw a picture to represent one student from your class. Put it in the key. Then fill in each row by drawing in the correct number of pictures.

HOW MY CLASS TRAVELS TO SCHOOL	

KEY

Additional **Resources**

For Students

To supplement the Math and Social Studies themes that arise when teaching the census, here are some additional Scholastic books* you may wish to use:

Math:

Ten Black Dots *by Donald Crews* (Grades K-1). Children count to ten with simple rhymes and brightly colored objects.

How Much is a Million? *by David M. Schwartz* (Grades 2-3). A magician introduces the world of large numbers.

Great Graphing: More Than 60 Activities for Collecting, Displaying, and Using Data *by Martin Lee and Marcia Miller* (Grades 1-4). Full of high-interest, hands-on projects and activities that are geared toward NCTM standards.

Social Studies:

Success With Maps, a Scholastic Skills Book (Grades 1-6). Loaded with full-color illustrations, this series helps students apply geography concepts introduced in standard Social Studies curriculum for each grade.

The 50 Great States: A Hands-On Learning Game and Thematic Unit *by Liza Schafer* (Grades 3-6). This informative game takes students on a "field trip" all around the 50 states.

**All of these books can be ordered by calling 1-800-Scholastic.*

For You

Statistical Abstract of the United States *by the U.S. Census Bureau* (National Technical Information Service, 1998). If one book can sum us up as a nation, it's this hefty one! Order it by calling 1-800-553-6847; or over the Internet (**www.census.gov/stat_abstract**).

www.census.gov

U.S. Census Bureau Web site

The source for information on people, business, and geography, this site offers census news, maps, tools to build your own data tables, and much more.

Total State Population**

Alabama	4,040,600
Alaska	550,000
Arizona	3,665,200
Arkansas	2,350,700
California	29,760,000
Colorado	3,294,400
Connecticut	3,287,100
Delaware	666,200
District of Columbia	606,900
Florida	12,937,900
Georgia	6,478,200
Hawaii	1,108,200
Idaho	1,006,700
Illinois	11,430,600
Indiana	5,544,200
Iowa	2,776,600
Kansas	2,477,600
Kentucky	3,685,300
Louisiana	4,220,000
Maine	1,227,900
Maryland	4,781,500
Massachusetts	6,016,400
Michigan	9,295,300
Minnesota	4,375,100
Mississippi	2,573,200
Missouri	5,117,100
Montana	799,100
Nebraska	1,578,400
Nevada	1,201,800
New Hampshire	1,109,300
New Jersey	7,730,200
New Mexico	1,515,100
New York	17,990,500
North Carolina	6,628,600
North Dakota	638,800
Ohio	10,847,100
Oklahoma	3,145,600
Oregon	2,842,300
Pennsylvania	11,881,600
Rhode Island	1,003,500
South Carolina	3,486,700
South Dakota	696,000
Tennessee	4,877,200
Texas	16,986,500
Utah	1,722,900
Vermont	562,800
Virginia	6,187,400
Washington	4,866,700
West Virginia	1,793,500
Wisconsin	4,891,600
Wyoming	453,600

**Based on 1990 Census data

Visit the Census Bureau Web site to access information about Census 2000, including the Census 2000 questionnaire and all three Census 2000 Teaching Guides (K-4, 5-8, and 9-12).

This is Your Future.
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